DOCUMENT RESUME

ED 183 941 CE 024 664

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TITLE A Vocational Education Research Program in the Portland Public School District. Final Report.
INSTITUTION Portland Public Schools, Oreg.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH70234
PUB DATE Apr 79
GRANT G007702245
NOTE 54p.: Appendix M removed due to marginal legibility. For related documents see CE 024 665 and ED 162 475-479.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Disabilities; *Educational Planning; Feasibility Studies; High Schools; *High School Students; *Individualized Instruction; *Mainstreaming; Program Implementation; *Vocational Education
IDENTIFIERS Education for All Handicapped Children Act; Oregon (Portland)

ABSTRACT

A project was conducted to improve the capacity of the Portland (Oregon) School District to fully implement individualized vocational education programs for the handicapped. Four high schools participated in the project, which involved the following activities: assessing current capabilities of the schools involved; conceptualizing and articulating collaborative planning sequences and data-based decision-making among various organizational elements within the district; developing comprehensive guidelines, operational procedures, and realistic methodologies for phasing in and implementing individualized vocational education programs; and identifying, summarizing, and disseminating materials and processes, and results related to the project. It was determined that the district has the capability to mainstream the handicapped with concurrent support services. Several publications on guidelines for mainstreaming handicapped students into vocational programs were produced. Some of the conclusions were (1) staff development is vitally necessary and effective; (2) individualized education programs need improvement in quality with more vocational educators involved; (3) procedures for identifying handicapped students are inadequate; (4) testing procedures are good but need to be made more available; and (5) more coordination, placement, followup, and staff development are needed. (Author/BM)

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FINAL REPORT

Project No. 498 AH 70234
Grant No. G007702245

"A Vocational Education Research Program in the Portland Public School District"

(Applied Research techniques utilized to design, test and develop relevant strategies for substantially increasing the number of handicapped students involved in vocational education)

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April 1979

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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CE 024 664

FINAL REPORT

Project No.	Project No. 498 AH 70234
Grant No.	Grant No. G007702245
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Title	A Vocational Education Research Program in the Portland Public School District
Date of Submission	April, 1979
Sponsor	U.S. Department of Health, Education and Welfare Office of Education Bureau of Occupational and Adult Education

ABSTRACT

Purpose: The central mission of the project was to improve the capacity of the Portland School District to fully implement individualized vocational education programs, as required by P.L. 94-142.

Results: Previously apprehensive staff became confident and eager to mainstream the handicapped with concurrent support services in the four high schools involved; the district has the capability; several publications on guidelines for mainstreaming handicapped students into vocational programs were produced, including how to increase enrollment of handicapped students, a resource book for vocational teachers, a synthesis of related literature, and reports on student, teacher, and parent attitude interviews, and other relevant materials.

Conclusions: Faculty planning committees were effective motivators; a wide variety of resources are available within and outside of the district, but not all were utilized; staff development is vitally necessary and effective; individualized education programs need improvement in quality with more vocational people involved; procedures for identifying handicapped students are inadequate; testing procedures are good but need to be made more available; more coordination, placement, followup and staff development are needed and; guidelines and the program need to be expanded district-wide.

Recommendations: The several publications on guidelines for substantially increasing the enrollment of handicapped students in vocational programs need be widely disseminated and implemented; identification of handicapped students should be improved; target quotas for enrollment should be established in each high school attendance area; the IEP processes should be improved by involving more vocational teachers; staff should be assigned to coordinate identification and use of resources; attention should include the dimension of social behavior; curricular materials need be adapted for the handicapped; some physical facilities need improvement; and continued staff development is essential.

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INTRODUCTION

The project hereafter being reported began September 1, 1977 and was completed February 28, 1979 and fulfilled a commitment to "design, develop and test relevant strategies for substantially increasing the number of handicapped youth fully and regularly enrolled withing career and vocationally-oriented classes and field-based vocational learning opportunities".

The project focused upon four basic objectives, which, in brief, consisted of:

1. Utilizing applied research techniques to assess current capability in the Grant, Cleveland, Franklin and Vocational Village high schools (about 25% of the high schools in School District No. 1).
2. Conceptualizing and articulating collaborative planning sequences and data-based decision-making among the various organizational elements with the district.
3. Developing comprehensive guidelines, operational procedures, and realistic methodologies for phasing in and implementing individualized vocational educational programs throughout the district.
4. Identifying and summarizing materials and processes related to the project and disseminating the results to interested local school districts, state education agencies and others.

The above-listed activities were conducted in five interrelated technical phases which were:

Phase I -- Project planning and design development (9-1-77 through 11-30-77)

Phase II -- Study and analysis of organizational capacity (12-1-77 through 5-31-78)

Phase III -- Capacity study results reporting (6-1-78 through 8-31-78)

Phase IV -- Vocational program planning and design (9-1-78 through 12-31-78)

Phase V -- Final reporting and dissemination of results (1-1-79 through 2-28-78)

Project activities emphasized the dynamic potential of career and vocational education to respond to the wide-ranging challenges inherent in Public Law 94-142 (Education for all Handicapped Children Act).

The body of the report which follows describes the results, summaries, conclusions and recommendations which arose from the project activities. More detailed descriptions of the results are included in some of the appendixes to this report which are examples of major resource

and guide manuals produced as one result of the project activities. Reference is especially to Appendix "A" which concerns guidelines for increasing enrollment of handicapped learners in vocational cluster programs, Appendix "B" which is a resource book to help vocational teachers mainstream handicapped students, Appendix "C" which is a synthesis of information obtained from a review of the literature, Appendix "D" which reports the very pertinent findings from interviews with students, parents and teachers, and finally Appendix "F" which reports the initial attitudes apparent in the ranks of secondary teachers with regard to meeting the needs of handicapped students. Other appendixes also describe in detail some of the project activities summarized in the body of this report.

In general most, but not quite all, of the project objectives were achieved, and these are described in the body of the report which follows. Survey activities, such as described in detail in Appendixes "D", "E" and "F", revealed some apprehensions and reservations on the part of many persons so far as mainstreaming of the handicapped student was concerned; gratifyingly, however, the report shows that staff development activities can alleviate apprehension and reticence on the part of all concerned -- and can result in substantially increasing the enrollment of handicapped students into vocational programs.

Inherent throughout the project activity reported is the assumption that career and vocational education are needed by all students, including both the college and non-college bound -- and certainly including the vast majority of the handicapped students with special needs and with needs which are often essentially the same as other students in many respects.

Those reading the report should be aware that although some actual increase in enrollment of handicapped students into vocational programs did result during the project, this period in reality was intended, designed and conducted to identify baselines, identify and assess current attitudes, determine capabilities, conceptualize and articulate collaborative planning, develop guidelines and operational procedures for phasing in the implementation of individualized educational programs in vocational education, and to disseminate results of all of these.

In other words, the project here being reported was more for getting ready than it was for actually substantially increasing the enrollment of handicapped persons into vocational programs.

The project did demonstrate capability, willingness and desire for substantially increasing the enrollment of handicapped persons in vocational programs. There was significant planning especially in the Cleveland, Grant, Franklin and Vocational Village high schools, and both desire and anticipation of actually implementing the guidelines developed.

The basic problem has been that secondary schools have not been

adequately responding to the educational needs of even the most severely handicapped students. This problem still remains; the difference in Portland School District No. 1 now is that many teachers and administrators are more aware, are less apprehensive about mainstreaming, know more about the need and the problem, and have a much greater confidence in their own capabilities to cope with the problem. In fact, many are eager to get on with the tasks and procedures indicated in the guidelines such as described in detail in Appendixes "A" and "B".

The basic problem in effect has been divided or broken down into four related sub-problem areas which became quite visible during the project period, and which were the subject of considerable attention with significant successes, as follows:

1. Mere physical placement in the regular classroom does not insure either academic achievement or social acceptance for handicapped students. (The plans and guidelines developed and partially implemented in some instances during the project have given many teachers confidence in their own abilities and a desire to further alleviate this problem.)

2. The impact of labeling as an explanation for educational failure or behavioral deviance is seemingly overestimated. (Removal of the label does not necessarily lead to changes in pupil's behaviors or competencies; however, implementation of truly valid individual educational programs in vocational education, and implementation of the guidelines and operational procedures spelled out in the Appendixes to this report give credibility to the optimistic plans also included in the Appendixes.)

3. Despite recognition that mainstreaming education places major, perhaps prime, responsibility for education of the handicapped on regular educators, it is clear that few regular class teachers feel confident in their own capabilities; they are willing and in many cases eager to take on this task. Concurrently, they know and have indicated what resources, policy changes and organizational changes are necessary to facilitate and expedite this as indicated hereafter in this report.

4. Effective individualized programs require appropriate analysis of pupils' educational abilities and styles.

Traditional psychometrics are limited in both educational power and relevance. (As a result of project activity, educators have become more aware of, and sensitive to, needs and solutions in this area, and have made both proposals and plans accordingly for the future.)

Too often handicapped students and their parents have not been informed about vocational education, its nature, and its potential.

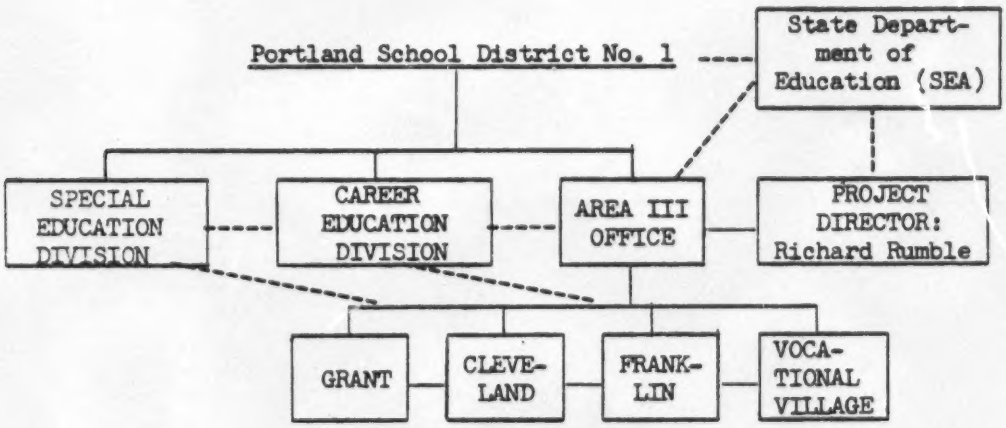
Succeeding sections of this report in turn provide an overview of the methods, the results, the conclusions and the recommendations stemming from the successful completion of the initial eighteen months of the project here being reported.

METHODS

In the project herein being reported, the central Purpose was to improve the capacity of the Portland School District No. 1 to fully implement individualized vocational education programs as required by P.L. 94-142, in a maximum number of on-going classrooms and field-based vocational programming areas. The intent has been to substantially increase the number of handicapped students enrolled in vocational courses.

Throughout the eighteen month period of the project the Portland School District No. 1, Multnomah County, Oregon, served as fiscal and management party, and Mr. Marvin Rasmussen, Director, Instructional Support and Career Education, was the person who represented the Portland District for the purposes of contract administration.

For the purpose of project accountability and program management authority, the following organizational chart shows the lines of project responsibility and project reportings:



As the above chart shows, the project operated under the auspices of the Portland School District within administrative Area III (see Boundaries Map, in Appendix "K"). Project staff reported directly to Area III, with working relationships extending into high school attendance areas combined under Area III's jurisdiction.

Supportive relationships to the project were maintained with personnel in the Children's Services Division and Career Education Division of the Portland, School District. In addition, communications and reporting responsibilities extended from the project to the Oregon State Department of Education (SEA) which maintains responsibility for State-wide programming leadership, technical assistance, and dissemination linkages to other local school districts.

The project was conducted in five (5) interrelated technical phases or stages as follows:

PHASE I	Project Planning and Design Development September 1, 1977 to November 30, 1977
PHASE II	Study and Analysis of Organizational Capacity December 1, 1977 to May 31, 1978
PHASE III	Capacity Study Results Reporting June 1, 1978 to July 31, 1978
PHASE IV	Vocational Program Planning and Design August 1, 1978 to December 31, 1978
PHASE V	Final Reporting and Project Dissemination January 1, 1979 to February 28, 1979

These five phases combined to implement the comprehensive assessment, planning, and program development effort which was designed to insure the capability for phased implementation of individualized vocational education programs for handicapped youth. Together, all five phases supported the four basic project objectives which were:

1. To utilize applied research techniques to assess the present capability of selected district high schools and specialized "magnet" programs to implement individualized vocational education programs for handicapped students.
2. To conceptualize and articulate collaborative planning sequences and data-based decision making among and between various organizational elements within the Portland School District in preparation for the full implementation of individualized vocational education programs for handicapped students.
3. To develop comprehensive guidelines, operational procedures, and realistic methodologies for the phased implementation of individualized vocational education programs throughout the Portland School District.
4. To identify and summarize all materials and processes central to this applied research project and to prepare all final materials, processes, and products for dissemination to interested LEAs, organizations, and agencies.

For the major portion of project activity, plans were developed in four schools. These were Cleveland, Franklin, Vocational Village and Grant high schools. Committees of involved faculty were organized in each of these high schools, and these developed significant plans for future activity also -- note especially Appendix "A" for details.

Evaluation

The purpose of evaluation activities within this project was to provide relevant information needed to facilitate the decision-making process concerning the continuation, modification, and/or revision of each separate phase of the project. Evaluation information, in this context, served three primary functions:

1. To provide evidence of, and explanation for, the the extent to which project objectives were being achieved;
2. To provide information which leads to activity modifications deemed necessary to increase project effectiveness and/or efficiency; and
3. To provide detailed documentation of project operations from which other educational agencies or organizations could implement specific project elements.

Formative Evaluation

A critical element of all project operations was the on-going collecting, interpreting, and acting upon regular feedback by and to project staff from personnel within various Responsibility Centers affected by the project's operations. The Project Director and others concerned within the Portland School District's evaluation department continuously sought direct inputs from such personnel regarding the project's activities and procedures.

To facilitate the collection of this information, the Project Director and staff maintained records of project activities, contacts, and operational procedures. These records, combined with other formative data, aided in the project's formative evaluation processes.

Summative Evaluation

Essentially, the summative evaluation strategy was to compare the proposed objectives or outcomes of the project with the actual attainment of those objectives/outcomes. That is, the evaluation attempted to determine the extent to which the project had achieved that which it set out to do. A discrepancy was identified whenever there was lack of congruency between what was proposed and the things that were actually achieved. The findings are in the next section (Results) of this report.

Analysis of the project's progress and development was accomplished in the context of a modified Planning-Programming-Budgeting System (PPBS) model similar to such models currently in widespread use among educational agencies/organizations across the nation. An integral part of this was the subdivision of activities into three components based on operational or functional definitions. The three components included:

1. MANAGEMENT COMPONENT. This component pertained to

those activities concerned directly with the establishment, implementation, and maintenance of efficient and effective organizational procedures through which the project is administered.

2. SUPPORT COMPONENT. This component pertained to those activities or services provided either to the project or by the project which show the interrelational and linking features of the project to "clients" or to persons who can benefit from the project or who can provide services to the project.

3. RESEARCH/PLANNING and DEVELOPMENT COMPONENT. This component corresponded to the activities centered within the project which contribute directly to the applied tasks of research, planning, and development functions of this project.

In the context of both formative and summative evaluation intents, the project's evaluation focused on separate analyses of each of the three project components (Management, Support, and Research/Planning and Development) and involved analysis of the project's desired outcomes, related activity sequences, and achieved outcomes for each component. Information, collected in this manner, was organized and fed back into the project and to external supporting agencies and organizations in four stages:

1. ONGOING: informal reviews between the Project Director, other staff, consultants, and Advisory Council members concerning the execution and results of project activities;

2. CUMULATIVE: covered September, 1977 to February, 1978, analysis of project activities pertinent to the liklihood that all current year's objectives would be successfully met;

3. CUMULATIVE: covered March to August, 1978, analysis of project activities pertinent to the liklihood that all remaining project objectives would be successfully met; and

4. CUMULATIVE: covered the entire scope of project operations, September, 1977 to February, 1979, and gave interpretations pertinent to the attainment of the project's objectives and suggested directions for subsequent work.

Goal, Objectives, Activities, Evaluation, Management Plans and Timelines Formulated for the Project

In line with the approved proposal for the project, detailed plans were formulated covering management, operation, and evaluation of the project. This included an overall Timeline which follows immediately hereafter. (Note Appendix "L" for pertinent details on the Management Plan.)

RESULTS

This section is primarily a summary of the results of the eighteen months of project activities, and the details of those accomplishments are included in the Appendixes for the benefit of those readers who elect to study them (note, for example, especially Appendix "A").

This section of the report generally follows the topical outline or sequence of commitments, declarations of purpose, stated goals and intent explicit and inherent in the approved proposal for the project.

Following are the principal elements of the plan, with statements of accomplishment, or lack thereof, for each, respectively.

A. The project had one central vocational mission which was:

To improve the capacity of the Portland School District No. 1 to fully implement individualized vocational education programs, as required by P. L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas.

Result: This was achieved. Project activities were responsible for the design, development and significant testing of relevant strategies for achieving this central mission. Details of those are outlined in Appendixes to this report, especially in Appendixes "A", "B" and "C". The Dissemination of results described later in this section was another accomplishment which contributed in a major way here also. The greatest accomplishment here was in the design and development dimensions, and the strategies described in the Appendix were largely untested -- although the interdisciplinary committees in the four high schools (Cleveland, Grant, Franklin and Vocational Village) served some of the same purposes as field-testing.

B. There were four basic project objectives, which were as follows with accomplishments or results as indicated, respectively:

1. To utilize applied research techniques to assess the present capability of selected district high schools and specialized "magnet" programs to implement individualized vocational education programs for handicapped students.

   Result: The research was applied in nature rather than basic, and was complete. Findings were widely disseminated within the district and nationally as described subsequently in this report.

2. To conceptualize and articulate collaborative planning sequences and data-based decision-making among and between various organizational elements within the Portland District in preparation for the full implementation of individualized vocational education

programs for handicapped students.

Result: All levels of vocational education and special education were involved in planning and strategy discussions. After current attitudes were identified and appropriate orientation and initial staff-development activities occurred, it became apparent that staff had a much better understanding of their role in interpreting and providing vocational education for the handicapped. Feelings of apprehension and reticence (perhaps mostly due to lack of knowledge) were dramatically altered and became not only confidence and willingness, but often eagerness to identify, enroll, and provide vocational education for the handicapped. Note the results of attitude surveys, especially in detail in Appendixes "D", "E" and "P".

3. To develop comprehensive guidelines, operational procedures, and realistic methodologies for the phased implementation of individualized vocational education programs throughout the district.

   Result: This was accomplished. Please note detail in Appendix "E" which concerns guidelines, etc. for increasing the enrollment of handicapped students into vocational cluster programs.

4. To identify and summarize all materials and processes central to the applied research project and to prepare all final materials, processes and products for dissemination to interested LEAs, organizations and agencies.

   Result: This was accomplished. The contents of this report in effect constitute the evidence thereof, especially the Appendixes.

C. The plan presented in the approved proposal called for the project to be conducted in five interrelated phases.

Result: Achieved. The project was conducted in five interrelated phases as planned. These were:

Phase I - Project planning and design development, September 1, 1977 through November 30, 1977.

Phase II - Study and analysis of organizational capacity was conducted December 1, 1977 through May 31, 1978.

Phase III - Capacity study and results reporting was conducted June 1, 1978 through August 31, 1978.

Phase IV - Vocational program planning and design was conducted September 1, 1978 through December 31, 1978.

Phase V - Final reporting and project dissemination was conducted January 1, 1979 through February 28, 1979 and shortly thereafter.

D. An overview of accomplishments in each of the above-listed five phases of project activity is as follows (details are in the Appendixes to this report):

1. Phase I - Project planning and design development (9-1-77 through 11-30-77).

   Result: Orientation and staff development activities built an awareness of the need, capacity, and guidelines for substantially increasing the enrollment of handicapped students in vocational programs. This was done with administration, staff, students and community groups -- especially in Area III which was the focus of the project activity. Functions analyses and project specifications detailed each phase of the project (see Appendixes for details).

   Activities focused and defined operational procedures and the desirable, feasible roles and responsibilities of administrators, and the capacity study plan included instrumentation and data-gathering procedures and targeted audiences. Project activities reported in detail in the Appendixes show successful implementation accordingly.

   Commitments needed were acquired from the various project participants in Area III and the four high schools therein, etc. An advisory council for the project was established and functioned effectively. There was a review of relevant literature.

   In summary, both process and product outcomes were accomplished at all levels, coordinated at all levels and overall proved to be both well-received and effective.

2. Phase II - Study and analysis of organizational capacity (12-1-77 through 5-31-78)

   Result: A capacity study was planned and consummated within Area III high school attendance areas. The originally contemplated delphi, critical incident and fault tree analyses were not implemented per se, but appropriate variations thereof were formulated and implemented with good results as are described in Appendixes "D", "E" and "F". Also, "K" and "L" are referenced. Literature review findings were interpreted to staff in this phase, and needs assessment outcomes were collected and analyzed with the four school planning committees. Interim evaluation reports were completed and submitted, a literature review was consummated (see Appendixes "E" and "G" for details). All of this has been reviewed by the Advisory group.

3. Phase III - Capacity study and results reporting (6-1-78 through 8-31-78)

Result: Accomplished. Dissemination was completed for all areas and at all levels. Information was collected, evaluated, and interpreted, information was synthesized under appropriate headings, major problems were identified, guidelines were formulated and disseminated. Methods for interpreting data were refined and implemented, the instrumentation necessary was designed and applied, data gathering processes were applied, chosen audiences were reached, and the findings were disseminated as illustrated in the Appendixes. Note especially Appendix "M" for list of state and national recipients of this dissemination.

Phase III activities also included dissemination of results to key personnel within the district. One weakness was that although significant problems were identified, sometimes anticipated, and appropriate action taken successfully, formal solution statements were not prepared on each as originally contemplated.

4. Phase IV - Vocational program planning and design (9-1-78 through 12-1-78)

Result: Accomplished in general. Basic information gathered was used to establish comprehensive guidelines, etc. as shown in Appendix "A". Data collected by vocational planners and others was used to assist in adapting existing vocational programs to the needs of handicapped students -- but much remains to be done. Program plans and specifications have been written in detail. Learner selection and placement, performance objectives, curriculum requirements, instructional readiness, etc. were addressed in most of the plans.

Individualized educational plans were designed for each enrolled handicapped student, but these leave extensive room for improvement in quality and true individualization.

Planning decisions, both short and long range, have received attention by teachers who are now quite aware of needs and capabilities. But most have not been actively involved in the process, and much more is needed in the future. Local building and Area administrators were thoroughly and successfully involved.

The capacity study involved, and was reviewed by, representatives from Area III and central administration, primarily through the advisory committee. The matter of developing alternative solutions to high priority needs has not been attended to, nor have "best possible" solutions to high priority problem areas had minimal attention. Feasible performance and process objectives have yet to be formulated.

Program plans for implementing individualized vocational education programs for handicapped students was developed, including guidelines and appropriate procedures for implementation. Note especially Appendix "A".

5. Phase V - Final reporting and project dissemination (1-1-79 through 2-28-79)

   Result: This has been accomplished shortly after February 28, 1979. The completion of this report with the attached Appendixes marks one stage, and the delivery of the information and materials as indicated in Appendix "M" marks the end of this stage of dissemination. It is anticipated that, to varying degrees, dissemination will continue in the months ahead.

   The final report and Appendixes were reviewed by advisory council members with Area III administration and central administration participating, and approved for delivery to project sponsors and dissemination in general. The report with its Appendixes documents processes, procedures and products of the project. The report also includes conclusions and recommendations which were likewise treated. Special attention is called to the conclusions and recommendations given in the succeeding two sections of this report, respectively.

In overall summary, the project in general functioned in the areas as originally planned, and achieved all of its general objectives. One must recognize, however, that the emphasis was upon planning and design, study and analysis of organizational capacity, capacity study results reporting, and vocational program planning and design with extensive staff development.

The central mission of this project was to improve the capacity of the Portland School District No. 1 to fully implement individualized vocational education programs, as required by P.L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas. The project has accomplished that mission to an excellent extent -- but that should not be confused with actually implementing that capacity. While the capacity has been identified and enhanced, development of IEPs of desired quantity and quality and the actual enrollment (into vocational programs) of a substantially increased number of handicapped students is in the future.

Note following sections of this report for detailed conclusions and recommendations accordingly.

CONCLUSIONS

The project's one central mission, which was to improve the capacity of the district to implement vocational education for handicapped students, was achieved to a significantly high degree which should be gratifying to all concerned. That achievement was a first priority which needed to be accomplished before the next step or phase took place. One must acknowledge, however, that this accomplishment will mean little unless next steps are taken. Thus far, relatively few handicapped students have been added to vocational programs.

The first listed of four basic project objectives was "to utilize applied research techniques to assess the present capability of selected district high schools" to implement programs for handicapped students. This objective was achieved, and the evidence shows that the capability is there.

The second of four basic objectives was "to conceptualize and articulate collaborative planning sequences and data-based decision-making among and between various organizational elements within the Portland District in preparation for the full implementation of individualized vocational education programs for handicapped students". This was effectively consummated during the project. Appendixes attached to this report are impressive evidence thereof, and merit wide dissemination.

The third basic objective of the project was to "develop comprehensive guidelines, operational procedures, and realistic methodologies for the phased implementation of individualized vocational education programs throughout the district". This was accomplished, and the next step is to put these to use accordingly.

The fourth basic project objective concerned "identifying and summarizing all materials and processes central to this applied research project", and the accomplishment of that is the essence of this report.

The faculty committees in Grant, Cleveland, Vocational Village, and Franklin high schools were diligent and effective. Their activity was appropriate and essential for achievement of the central mission of the project and the related objectives. Their involvement did much to assure the success which was achieved. Now similar activity is needed in other high schools in the district.

A wide variety of services and resources for the handicapped are available within the district, and also outside of those supplied by district staff and organization. Especially within some of the high schools most active in the project, there was exemplary coordination of those services and resources. But such coordination requires designation of authority and responsibility, plus allocation of certain staff resources -- and these elements need attention, expansion, and intensification within the project high schools. All of this should be expanded to all other high schools within the district as rapidly as deemed possible to meet the requirements of P.L. 94-142.

Project activities provided effective orientation for administrators, and this was highly complemented by staff development for faculty. The result was that many district staff, including vitally-important teachers, are now confident in their own capability to provide appropriate vocational education to handicapped students by mainstreaming them, with concurrent support services. Staff are not only confident and willing in this respect -- they are even eager. Compared to some previous apprehension and reticence, that is most encouraging progress.

Individual education programs have been developed during the life of the project for those handicapped students enrolled. However, the quality of those IEPs leaves much to be desired.

Although study of this factor is incomplete, there is reason to believe that teacher awareness of procedures for the identification of handicapped students is inadequate. The same is true for the area of testing to appraise aptitudes, interests and abilities of handicapped students.

Some excellent testing facilities exist within the district, for example those for vocational testing in the Child Service Center; but the use of these is not as widespread as needs merit.

There is inadequate identification, coordination and utilization of services and other resources for the handicapped, which exist outside of the district per se.

Historical procedures and processes for getting handicapped students into appropriate vocational programs have not to date resulted in sufficient numbers of handicapped students being enrolled in vocational programs. There have been significant exceptions to this in some areas (such as the deaf).

There is widespread opinion that the vocational programs for handicapped students have been effective; however, there is a serious lack of acceptable evidence on followup to support this. Personnel and other resources have not been allocated for this important function.

In summary, the conclusion is that in general the central mission and the four basic objectives of the project were accomplished. The district has the capability to meet the vocational education needs of handicapped students. Administration and faculty, especially in the participating schools, have been effectively oriented and are aware of the needs and the law (P.L. 94-142) pertaining to handicapped students. Staff are confident and receptive to meeting those needs via mainstreaming with concurrent supportive help. The next logical and urgently needed action is to implement the guidelines and other directions identified and presented as an outcome or product of the project (note the Appendixes).

RECOMMENDATIONS

In general, the eighteen months of the project ending February 28, 1979 were successful and fruitful. All major objectives were accomplished. Committees of faculty in Cleveland, Franklin, Grant and Vocational Village high schools developed plans for implementation and these should be acted upon with all feasible speed and resources available or which can be applied. The objectives, activities, staff orientation and development, planning, products and other achievements of the project in reality focused upon orientation, planning and preparing for implementation of vocational programs for the handicapped. The final worth of this activity will best be measured by the degree of implementation which occurs -- and the recommendations which follow are directed to that end.

1. Because of the need to provide vocational education for handicapped students, the momentum developed during the project's eighteen months of activity, the identified capability and confidence of staff -- every feasible effort should be made to move into expanded and improved implementation based upon the findings and products of the project.

Attitudes of faculty involved in the project activities in the Cleveland, Grant, Franklin and Vocational Village high schools strongly favor implementation of project findings in general and specifically of their own plans. The project's greatest potential will go unrealized if expanded implementation does not ensue.

2. Procedures for identifying handicapped students in each high school attendance area in the district should be reviewed, improved and intensified with teachers.

Although orientation and staff development activities have helped a great amount, there is need for teachers and administrators to have a sharper definition and identification of the handicapped -- especially for their respective high school attendance areas. This will give all concerned a clearer picture of the magnitute of the task, and facilitate setting of realistic and optimum goals in terms of numbers of handicapped students who should be enrolled in vocational programs.

3. Goals should be established, in terms of actual target numbers of handicapped students to be enrolled in vocational programs in each high school.

Setting of goals, based upon the actual number of handicapped students in the schools' attendance areas will facilitate evaluation of progress and lend credibility to accomplishments.

4. Testing procedures for aptitude, interest, ability, etc., should be improved and expanded, possibly in the form of a mobile unit which could be rotated among the district high schools.

Faculty currently report obstacles which impede transportation of students to outside (of their local high school) locations for testing purposes. They believe much greater use would be made of test

facilities if these could be grought periodically to the home school. Thorough testing has obvious implications for the development of IEPs and vocational programs.

5. Procedures and methods for developing individual education programs for handicapped students should be improved, especially with more involvement of vocational instructors.

Currently the IEPs are not as truly individualized as they might be. Involvement of more vocational teachers has the potential for enhancing the quality of both the IEP and the vocational program.

6. Designated individuals should be given responsibility and time allocated for adequate coordination of available resources within the district for handicapped students.

Although there are many instances of excellent use of existing resources, teachers are aware of too many instances when sheer lack of time impedes the effective use of available talent and resources within the district. Delegation of responsibility and allocation of staff time for coordination should pay high dividends in the form of improved assistance for the handicapped student who may need supporting service while being mainstreamed.

7. Someone should be given responsibility for identifying, recruiting and coordinating support services and other resources outside of district staff for handicapped students.

Currently, outside resources for the handicapped might be better coordinated as a supporting service, because teachers' workloads prohibit recruitment, coordination and application.

8. The advisory committee's membership should be expanded to include representatives of such outside agencies and groups as the Vocational Rehabilitation Division (Bret Westwood), school nurses, handicapped students, work coordinators, counselors, vocational teachers, and special education representatives -- and these should meet regularly.

Involving more people on the advisory committee will improve communication in two directions, with consequent benefit for the handicapped student. This will concurrently assist in the recruitment of resources not being utilized.

9. Plans should be developed and implemented for better utilization and more time for a person to be responsible for placing (on a job or continued education) all handicapped students who leave a vocational program by completion or otherwise.

In this instance, reference is to placing students in jobs for which they were trained in vocational programs. Proof that they have become employable, and proof of the vocational program's effectiveness, and proof that mainstreaming is successful under the plan and conditions existing.

10. Plans should be developed and implemented to bring about adeqate followup on handicapped students who leave vocational programs.

This will provide insights concerning the effectiveness of vocational programs for handicapped students, strengths, weaknesses, need for changes, etc., and thus facilitate continued improvement.

11. Plans should be developed and implemented to identify needs of handicapped students concerning social behavior, and to design and provide appropriate education to meet such needs.

Many handicapped students may fail due to inability to understand, be understood, and to get along with others. Education in social behavior may be as, or more, critical sometimes than technical knowledge of a career. Increased use of the Vocational Assessment Center would enhance this. Expansion of the Assessment Center to provide an extended period of work adjustment training is needed.

12. Plans should be made to improve procedures for identifying handicapped students who are gifted, and for developing and implementing IEPs most appropriate for their needs.

13. Arrangements should be made to facilitate teacher visitations to exemplary vocational programs for the handicapped.

This has proven to be stimulating and motivating to teachers, and to give them ideas which they can adopt or adapt to meet needs of handicapped students in their own programs.

14. Personnel should be identified to take existing curricular materials and adapt them for the use of handicapped students.

The wealth of existing material available for average students is often not adapted for use of the handicapped. The content may well be appropriate, but special provisions or adaptations are often necessary to meet the needs of the handicapped.

15. Opportunities for handicapped students to receive field-based exploratory and hands-on preparatory experiences need to be expanded.

This has proven to be effective education, and opportunities for handicapped students will do much to insure success.

16. Procedures and funds to facilitate a program of optional incentive awards or grants to vocational teachers of the handicapped.

The suggestion here is that this would generate ideas and enthusiasm on the part of teachers. Awards, available upon submission of application therefor by teachers, might be made from $150 to $250, with the use thereof to be defined in the application.

17. Added efforts should be made to improve physical facilities of the schools in order to make classrooms, laboratories and equipment more accessible to the handicapped.

18. Information (results and products) about the handicapped programs should be accelerated and broadened.

Dissemination of project results in the past has been very effective in stimulating action and improvement of education for the handicapped.

19. Each building should develop and implement procedures for utilization of vocational aides (such as peer students, parents, paraprofessionals, etc.).

20. Plans should be developed and implemented to increase involvement of counselors in the total process.

21. Plans and procedures should be developed and implemented to more adequately involve the Assessment Center in determining the least restrictive environments for the handicapped student.

BIBLIOGRAPHY

The development of project plans and activities made extensive use of the bibliography, as described in Appendixes "C" and "G". Note the detailed bibliography beginning on page 28 of Appendix "G".

The introduction in Appendix "C" and the Executive Summary in Appendix "G" give overviews which are pertinent, followed by details which other researchers and practitioners may wish to study.

APPENDIX H

EVALUATION
OF
VOCATIONAL EDUCATION RESEARCH PROJECT WORKSHOP

Please react to the workshop by circling the number that best corresponds to your feelings. You need not sign your name.

**********		**********				**********	**********
1.	Productive	1	2	3	4	5	Unproductive
2.	High Group Reaction	1	2	3	4	5	Low Group Reaction
3.	Organized	1	2	3	4	5	Disorganized
4.	Discussion Relevant to Change	1	2	3	4	5	Not Relevant to Change
5.	Open, Easy to Give Input	1	2	3	4	5	Closed, Hard to Give Input
6.	Interesting Sessions	1	2	3	4	5	Boring Sessions
7.	Informative	1	2	3	4	5	Uninformative
8.	Presentor(s) Effective	1	2	3	4	5	Presentor(s) Ineffective

9. Below, please: (a) Make a two or three sentence summary of your experience(s).
(b) List any outstanding, or irrelevant, features occuring in your experience(s).

_____

_____

_____

_____

_____

On the back side of this paper please list three or four suggestions for staff development activities that you feel would be useful in your school.

Please return completed form tonight. THANK YOU!!!

APPENDIX I

SURVEY FORM FOR ATTITUDE IDENTIFICATION

Dear Vocational Cluster Teacher:

Please take a few minutes to respond to the attached vocational education attitude survey. The survey has been completed by over 400 teachers in Area III high schools, but for research purposes, we are now focusing on Portland Teachers of vocational cluster courses. Please respond to the items from that point of view, that is, as a vocational teacher of eleventh or twelfth graders who may soon enter the employment market or continue their training.

Please respond to all items as accurately and honestly as you can. Responses will be confidential. Names are necessary in order to get questions to randomly selected persons and to check that all responses come back. Envelopes will be opened only in the Children's Services office and a composite of responses tabulations will be reported. No names will be used.

Please mark your responses on the questionnaire and write any comments you think might help the committee on the back of the questionnaire sheet. Don't sign the questionnaire. Please return it sealed in the envelope that has your name on the label. This procedure will insure thay your response is confidential while still providing a way for us to know when all responses are in. Questionnaires will be processed in Dick Rumble's office and the envelopes with names will be destroyed.

Responses will be tabulated and the results for your school will be reported to your curriculum vice-principal.

Two days after receiving this questionnaire, please return it to your school secretary.

Respondent Data:

1. Teaching field:_____.
2. Years of teaching experience _____.
3. Years of other work experience _____.
4. Sex _____.
5. I am a handicapped person _____.
6. A member of my family is handicapped _____.
7. I have frequent contact with at least one handicapped person _____.
8. I have little or no contact with handicapped persons _____.

APPENDIX I, Cont.

Research has established eight major identified groups of the handicapped. Please indicate those with which you are familiar or have had direct contact by circling the appropriate numbers.

Exposure:
1=None
2=Brief exposure but have not worked with
3=Some - have handicapped family members, relatives, friends and/or acquaintances
4=Moderate - have worked around
5=Have worked with this category of handicapped persons

		Exposure				
9.	Orthopedically Handicapped	1	2	3	4	5
10.	Blind/Visually Impaired	1	2	3	4	5
11.	Deaf/Hard of Hearing	1	2	3	4	5
12.	Educable Mentally Retarded	1	2	3	4	5
13.	Trainable Mentally Retarded	1	2	3	4	5
14.	Emotionally Handicapped	1	2	3	4	5
15.	Learning Disabled	1	2	3	4	5
16.	Speech Impaired	1	2	3	4	5

If I had a choice, I would be willing to work with the following kinds of handicapped learners. (Check all that apply.)

17. _____ Orthopedically Handicapped
18. _____ Blind/Visually Impaired
19. _____ Deaf/Hard of Hearing
20. _____ Educable Mentally Retarded
21. _____ Trainable Mentally Retarded
22. _____ Emotionally Handicapped
23. _____ Learning Disabled
24. _____ Speech Impaired
25. _____ I prefer to teach non-handicapped students.

What attitudes do you have that affect you as a teacher of the handicapped? Please mark the appropriate items.

26. _____ I feel comfortable around handicapped persons.
27. _____ I feel it is fair that I be expected to teach the handicapped.
28. _____ Handicapped learners will enhance the learning of all students.

APPENDIX I, Cont.

29. _____ Handicapped learners should be able to experience anything other students experience.

30. _____ Students who do not have one of the identified handicaps will benefit from students who do have handicaps.

31. _____ Vocational training for handicapped youngsters should lead to further training or employment.

32. _____ Handicapped students should aspire to further education and employment.

33. _____ Cooperative planning and teaching with special education teachers will improve handicapped student performance.

Which groups of handicapped learners could you accommodate without making major alterations in your present instructional setting? (Check all that apply.)

34. _____ Orthopedically Handicapped

35. _____ Blind/Visually Impaired

36. _____ Deaf/Hard of Hearing

37. _____ Educable Mentally Retarded

38. _____ Trainable Mentally Retarded

39. _____ Emotionally Handicapped

40. _____ Learning Disabled

41. _____ Speech Impaired

If I am going to be effective with handicapped students, I will have to have assistance in the form of: (Please check all that apply and give an example when possible.)

42. extra support personnel_____.

43. special equipment_____.

44. modification of facilities_____.

45. training in instructional methods_____.

46. obtaining instructional materials_____.

47. curriculum development_____.

48. changing my attitudes_____.

49. changing my instructional behavior_____.

50. consistent, adequate funding_____.

51. more effective administrative leadership_____.

APPENDIX I, Cont.

Mainstreaming handicapped learners in regular classes is fine in theory, but it is not practical because of: (circle all that apply)

		Disagree				Agree
52.	cost too high	1	2	3	4	5
53.	too many students	1	2	3	4	5
54.	teachers' ability to individualize	1	2	3	4	5
55.	no need to change things	1	2	3	4	5
56.	curriculum often not easily individualized	1	2	3	4	5
57.	increased paperwork, i.e. IEPs	1	2	3	4	5
58.	too many other responsibilities	1	2	3	4	5
59.	need for administrative direction	1	2	3	4	5
60.	uncertainty about teacher liability	1	2	3	4	5

ON THE BACK OF THIS PAGE, PLEASE WRITE ANY COMMENTS YOU CARE TO REGARDING THE VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS, PARTICULAR PROBLEMS YOU EXPECT AT YOUR SCHOOL, OR IDEAS YOU MAY HAVE REGARDING STAFF DEVELOPMENT ACTIVITIES.

APPENDIX J

Vocational Education Research Project Evaluation Report

The Vocational Education Research Project Workshop, February 15, 1979 was successful in that the goals of the workshop were well attained.

Workshop goals were:

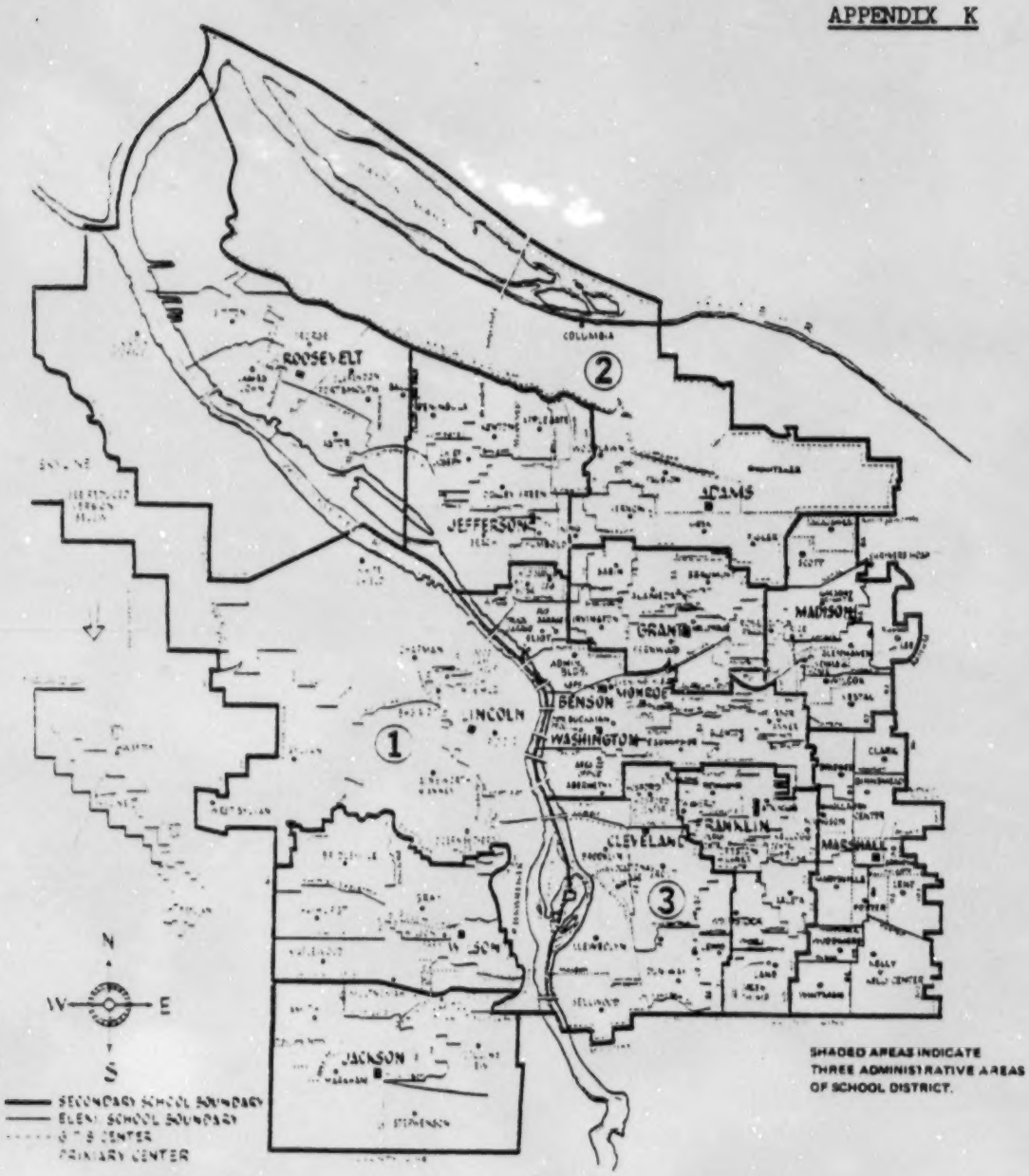
1. Increase teacher acceptance and understanding of their role in teaching the handicapped.
2. Provide information to teachers regarding education of the handicapped.
3. Address certain staff development concerns of teachers.
4. Motivate teachers and administrators to continue planning strategies for increasing handicapped enrollment in vocational education.

One hundred and ten educators attended the workshop and their evaluations and remarks were generally positive. Several participants offered suggestions for further staff development activities.

The following shows the percentages of participants who responded to each evaluation unit within each item on the evaluation form. In all situations, one (1) was most positive, and five (5) was least positive.

		1	2	3	4	5	
1.	Productive	34%	46%	16%	4%	-0-	Unproductive
2.	High Group Reaction	16%	37%	30%	10%	-0-	Low Group Reaction
3.	Organized	73%	25%	-0-	-0-	-0-	Disorganized
4.	Discussion Relevant to Change	34%	41%	20%	-0-	-0-	Not Relevant to Change
5.	Open, Easy to Give Input	24%	35%	21%	15%	-0-	Closed, Hard to Give Input
6.	Interesting Sessions	39%	51%	10%	-0-	-0-	Boring Sessions
7.	Informative	42%	41%	15%	-0-	-0-	Uninformative
8.	Presentor(s) Effective	44%	44%	11%	-0-	-0-	Presentor(s) Ineffective

APPENDIX K


ROOSEVELT
COLUMBIA
2
ADAMS
JEFFERSON
MADISON
GRANT
MONROE
BENSON
LINCOLN
1
WASHINGTON
FRANKLIN
CLEVELAND
MARSHALL
3
JACKSON
N
W
E
S
SECONDARY SCHOOL BOUNDARY
ELEM. SCHOOL BOUNDARY
PRIMARY CENTER
SHADED AREAS INDICATE
THREE ADMINISTRATIVE AREAS
OF SCHOOL DISTRICT.

Management Plan
for
A Vocational Education Research
Program in the
Portland School District

ACTIVITY	RESPONSIBILITY: Dick Rumble	Area III Office	Career & Voc. Ed. Office	Secondary Curric Administrators	Advisory Cmte.	Evaluator/ Consultant	MONTHS: Sept. 1977	Oct. 1977	Nov. 1977	Dec. 1977	Jan. 1978	Feb. 1978	Mar. 1978	Apr. 1978	May 1978	June 1978	NEEDED INFORMATION OR SERVICES
PHASE I																	
1.0 The project director will prepare an operational plan for implementing all phase of the project.	A	B			B	E	*	*	*								
2.0 The project director will conduct a literature review to obtain information derived from similar projects.	A						*	*	*								ERIC Search/SMERC Search
3.0 The project director will correspond with major school districts and request information related to the project.	A	B					*	*									ASCD List
4.0 The project director will establish evaluation procedures	A				B	E	*	*	*								
5.0 An advisory committee will be established to recommend methods and procedures for project goal attainment.	A	B	B		B		*										

A = Primary responsibility
B = Support Services

APPENDIX L

Management Plan
for
A Vocational Education Research
Program in the
Portland School District

ACTIVITY	RESPONSIBILITY: Dick Rumble	Area III Office	Career & Voc. Ed. Office	Secondary Curric Administrators	Advisory Cmte.	Evaluator/ Consultant	MONTHS: Sept. 1977	Oct. 1977	Nov. 1977	Dec. 1977	Jan. 1978	Feb. 1978	Mar. 1978	Apr. 1978	May 1978	June 1978	NEEDED INFORMATION OR SERVICES
PHASE II																	
1.0 Assess the present capability of each Area III high school to implement individualized vocational ed. programs, as defined by P.L. 94-142, par. 121a-346.	A	B	B	B	B	C				*	*	*	*				
1.1 Appropriate Area III school administrators will take part in the planning and implementation of a study to determine limiting and facilitating aspects of each Area III high school's ability to achieve project goals.	A	B	B	B	B					*	*	*	*				
1.2 Each Area III high school will be studied to determine those limiting and those facilitating aspects likely to effect the number of vocational components to IEP's.	A	B		B						*	*	*	*				
1.3 The current Portland handicapped student population will be identified.	A									*							State Report of Special Education
1.4 A sampling of the handicapped population in Area III high schools and middle schools will be surveyed to learn their vocational education aspirations	A	B		B		C				*	*	*	*				Enrollment

APPENDIX L Cont.

Management Plan
for
A Vocational Education Research
Program in the
Portland School District

ACTIVITY	RESPONSIBILITY: Dick Rumble	Area III Office	Career & Voc. Ed. Office	Secondary Curric Administrators	Advisory Cmte.	Evaluator/ Consultant	MONTHS: Sept. 1977	Oct. 1977	Nov. 1977	Dec. 1977	Jan. 1978	Feb. 1978	Mar. 1978	Apr. 1978	May 1978	June 1978	NEEDED INFORMATION OR SERVICES
PHASE III																	
1.0 The project director will prepare a report describing the facilitating and limiting characteristics (capacity) of each Area III high school to increase the number of individualized vocational education programs.*	A													*	*	*	

*The term capacity refers to the existing state or current conditions within a school that describe both the school's present situation and its potential for growth in individualizing vocational education programs.

APPENDIX L, Cont.

Management Plan
for
A Vocational Education Research
Program in the
Portland School District

ACTIVITY	RESPONSIBILITY: Dick Rumble	Area III Office	Career & Voc. Ed. Office	Secondary Curric Administrators	Advisory Cmte.	Evaluator/ Consultant	MONTHS: Sept. 1977	Oct. 1977	Nov. 1977	Dec. 1977	Jan. 1978	Feb. 1978	Mar. 1978	Apr. 1978	May 1978	June 1978	NEEDED INFORMATION OR SERVICES
PHASE IV																	
1.0 Each Area III high school will develop a plan for increasing the number of vocational components to IEPs.	A	B	B	B			*	*	*	*	*	*	*				
2.0 Each Area III high school will establish an IEP screening committee				A			(Completed prior to Sept.1978										
3.0 Ea. Area III high school will have a current IEP vocational component for each handicapped student who is enrolled in a vocational program.	B	B		A			*	*									
4.0 Vocational teachers in each of the Area III high schools will demonstrate competency in writing vocational components of IEPs.	A	B	B	B			*	*	*	*	*	*					
5.0 Ea. vocational teacher will review & evaluate his equipment & facilities in terms of the needs of the present & projected handicapped population.	A	B	B	B				*	*	*							
6.0 Ea. voc. teacher will review his course curriculum to identify areas for easy adaptation to needs of handicapped population & to identify areas that will require modification.	A	B	B	B				*	*	*							
7.0 Voc. teachers will state areas for which supplemental funds are needed.	A	B	B	B				*									
8.0 Appropriate records will be maintained for evaluation purposes.	A			B				On-Going									

APPENDIX L, Cont.

Management Plan
for
A Vocational Education Research
Program in the
Portland School District

ACTIVITY	RESPONSIBILITY: Dick Rumble	Area III Office	Career & Voc. Ed. Office	Secondary Curric Administrators	Advisory Cmte.	Evaluator/ Consultant	MONTHS: Sept. 1977	Oct. 1977	Nov. 1977	Dec. 1977	Jan. 1978	Feb. 1978	Mar. 1978	Apr. 1978	May 1978	June 1978	NEEDED INFORMATION OR SERVICES
PHASE V																	
1.0 The director will prepare a final report of project outcomes with an evaluation section which will inlude (1) documentation of all procedures used in the project; (2) documentation of all outcomes and findings; (3) recommendations.	A	B		B										*	*	*	
2.0 Project outcomes will be disseminated to all high school principals, area curriculum administrators, the director of career and vocational education.	A	B	B	B										*	*	*	
3.0 All required project reports will be delivered to the ODE.	A		B													*	

APPENDIX L, Cont.

GOAL: To improve the capacity of the Portland School District #1 to fully implement individualized education programs, as required by P.L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas.

OBJECTIVE (Phase I)	ACTIVITY	EVALUATION/TIME
1.0 The project director will prepare an operational plan for implementing all phases of the project.	1.0 Prepare operational plan.	1.0 Does and operational plan exist? 11/30/77
2.0 The project director will conduct a literature review to obtain information derived from similar projects.	2.1 Complete ERIC search. 2.2 Complete SMERC search. 2.3 Write a summary of findings.	2.1) Was literature search 2.2) completed?)11/30/77 2.3 Does a summary of literature findings exist?
3.0 The project director will correspond with major school districts and request information related to the project.	3.1 Correspond with ASCD curriculum leaders. 3.2 Categorize appropriate information derived from correspondence.	3.1 Were letters written to ASCD leaders? 10/31/77 3.2 Was the information categorized?
4.0 The project director will establish evaluation procedures.	4.1 Secure services of an evaluator. 4.2 Prepare project goals, objectives, and methods of evaluation.	4.1 Were services of an evaluator secured? 11/31/77 4.2 Were project goals, objectives, and methods of evaluation prepared?
5.0 An advisory committee will be established to recommend methods and procedures for project goal attainment.	5.1 Form an advisory committee. 5.2 Take and maintain advisory committee minutes.	5.1 Was an advisory committee formed? 9/30/77 5.2 Do minutes indicate advisory committee input?

APPENDIX L, Cont.

GOAL: To improve the capacity of the Portland School District #1 to fully implement individualized education programs, as required by P.L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas.

OBJECTIVE (Phase II)	ACTIVITY	EVALUATION/TIME
1.0 Assess the present capability of each Area III high school to implement individualized vocational education programs, as defined by P.L. 94-142, par. 121a-346.	1.0 Prepare a report for each Area III high school on the limiting and facilitating factors that will affect implementation of individualized vocational education programs.	1.0 Has the report been written? 3/31/78
1.1 Appropriate Area III school administrators will take part in the planning and implementation of a study to determine limiting and facilitating aspects of each Area III high school's ability to achieve project goals.	1.1.1 Brief all appropriate administrators on the project. 1.1.2 Involve principals and/or vice-principals in periodic planning sessions	1.1.1 Keep a log of meetings. 3/31/78 1.1.2
1.2 Each Area III high school will be studied to determine those limiting and facilitating aspects likely to effect the number of vocational components to IEPs.	1.2.1 A variety of research techniques will be employed to measure existing staff attitudes, organizational, fiscal, physical, and support service capabilities and limitations as they relate to increasing individualized vocational learning programs for youth.	1.2.1 Have the research techniques been applied? 3/31/78
	1.2.2 Sample Area III secondary teachers to learn their awareness of, expectations of, and readiness to use special education support services.	1.2.2 Have teacher reactions been tabulated?
	1.2.3 List the limiting and facilitating factors that will affect the integration of handicapped students into vocational programs.	1.2.3 Have factors been listed?
1.3 The current Portland handicapped student population will be identified.	1.3.1 Review special education enrollment printout. 1.3.2 Classify handicapped population according to school, grade, and handicap classification.	1.3.1, 1.3.2 Has the handicapped population been identified by school, grade, and handicap classification? 12/31/77
1.4 A sampling of the handicapped population in Area III high schools and middle schools will be surveyed to learn their vocational education aspirations.	1.4 Survey random sampling of handicapped students.	1.4.1 Submit an outline of the reactions of the surveyed handicapped students. 3/31/78

APPENDIX L, Cont.

GOAL: To improve the capacity of the Portland School District #1 to fully implement individualized education programs, as required by P.L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas.

OBJECTIVE (Phase III)	ACTIVITY	EVALUATION/TIME
1.0 The project director will prepare a report describing the facilitating and limiting characteristics (capacity)* of each Area III high school to increase the number of individualized vocational education programs.	1.0 Prepare a "capacity" report based on the data obtained in the study literature review, and contact with other school districts. Contrast the current status with that which will be necessary for full vocational program implementation of P.L. 94-142.	1.0 Has the "capacity" report been written for each Area III high school? 6/30/78 1.1 Has the report been reviewed by appropriate personnel at each school, and by directors of Career and Vocational Education, Special Student Services, and the Area III Curriculum Specialist?

*The term capacity refers to the existing state or conditions within a school that describe both the school's present situation and its potential for growth in individualizing vocational education programs.

APPENDIX L, Cont.

GOAL: To improve the capacity of the Portland School District #1 to fully implement individualized education programs, as required by P.L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas.

OBJECTIVE (Phase IV)	ACTIVITY	EVALUATION/TIME
1.0 Each Area III high school will develop a plan for increasing the number of vocational components to IEPs.	1.0 Work with appropriate school administrators, the IEP screening committee, and vocational and special education teachers to apply information gained so far to the development of a building plan.	1.0 Have the high school plans been developed? 3/31/79
2.0 Each Area III high school will establish an IEP screening committee	2.0 Select and amintain a screening committee.	2.0.1 Do the high school IEP screening committees exist? Fall,'78 2.0.2 Have screening committees assisted in the writing of IEPs? 2.0.3 Have the screening committees proved to be effective as determined by the Area III Specialist in Special Education?
	2.1 Evaluate the effectiveness of each screening committee.	2.1 Has the effectiveness of each screening committee been evaluated?
3.0 Each Area III high school will have a current IEP vocational component for each handicapped student who is enrolled in a vocational program.	3.0 Prepare vocational component for all handicapped students who are enrolled in vocational programs.	3.0 Have IEPs been prepared for all handicapped vocational education students? 10/31/78
	3.1 Review IEPs for quality, practicality, and need for revision	3.1 Are IEPs reviewed annually to insure appropriateness?
4.0 Vocational teachers in each of the Area III high schools will demonstrate competency in writing vocational components of IEPs.	4.0 Provide staff development activities such as workshops, inservice classes, or individual assistance to vocational teachers.	4.0.1 Have voc. teachers demonstrated the stated competency? 3/31/79 4.0.2 Workshop or inservice class participants will write vocational components to IEPs.
5.0 Each vocational teacher will review and evaluate his equipment and facilities in terms of the needs of the present and projected handicapped population.	5.0 Conduct vocational program equipment inventory and needs assessment.	5.0 Has each teacher submitted a list of needed equipment and facilities? 12/30/78

APPENDIX L, Cont.

GOAL: To improve the capacity of the Portland School District #1 to fully implement individualized education programs, as required by P.L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas.

OBJECTIVE (Phase IV, Cont.)	ACTIVITY	EVALUATION/TIME
6.0 Each vocational teacher will review his course curriculum to identify areas for easy adaptation to needs of handicapped population and to identify areas that will require modification.	6.0 Review course content and instructional methods with vocational teachers so as to identify current course strengths and weaknesses.	6.0 Has each teacher submitted a report of his course curriculum evaluation? 12/30/78
7.0 Vocational teachers will state areas for which supplemental funds are needed.	7.0 Assess all program needs and determine the need for additional dollars.	7.0 State how many dollars are needed and classify areas in which supplemental monies are needed. 10/31/78
8.0 Appropriate records will be maintained for evaluation purposes.	8.0 Designated persons in each school will record events related to the project. 8.1 The project director and field coordinator will maintain records of all events related to the project.	8.0, 8.1 Do records show a clear on-going indication of all project activities?

GOAL: To improve the capacity of the Portland School District #1 to fully implement individualized education programs, as required by P.L. 94-142, in a maximum number of on-going classroom and field-based vocational programming areas.

OBJECTIVE (Phase V)	ACTIVITY	EVALUATION/TIME
1.0 The director will prepare a final report of project outcomes with an evaluation section which will include (1) documentation of all procedures used in the project,(2) documentation of all outcomes and findings, and (3) recommendations.	1.0 Prepare a report of all project outcomes.	1.0 Has the final report been prepared in accordance with project deadlines? 6/30/79
2.0 Project outcomes will be disseminated to all high school principals, area curriculum administrators, the director of career and vocational education.	2.0 Disseminate all project outcomes to appropriate school district personnel.	2.0 Have project outcomes been disseminated to school district personnel? 6/30/79
3.0 All required project reports will be delivered to the ODE.	3.1 Deliver all required project reports to ODE.	3.1 Have required project reports been delivered to ODE? 6/30/79
	3.2 Perform formative and summative evaluations periodically	3.2 Were periodic formative and summative evaluations performed? 6/30/79

APPENDIX L, Cont.